

Curriculum Statement for Maths

Curriculum Intent

The intent of Pensby Primary School's Maths curriculum is to ensure that all children are confident and competent in their mathematical knowledge so that they are able to recognise that maths is essential to their everyday and future life. Our ambitious curriculum ensures that mastery approaches are evident throughout all of our teaching sequences, allowing children to view maths as an interconnected subject and enabling our children to use and apply their existing knowledge to new situations, thus allowing them to move confidently and fluently between different representations of mathematical ideas as excited mathematicians.

Implementation

At Pensby Primary School, we follow the mastery curriculum designed by Power Maths. Built around a child-centred lesson design that models and embeds a growth mindset approach to maths, our maths lessons focus on helping all children to build a deep understanding of maths concepts. Our lessons are structured to spark curiosity and excitement in our children and nurture greater confidence in maths and problem solving through the 'I do, we do, you do' approach. Maths teaching is structured in three parts in order to target key intervention groups: pre-teaching groups, strengthening groups and deepening groups and sessions are planned that meet a wide range of needs.

We use Learning by Questions (LbQ) in Key Stage Two as an additional element to our maths curriculum, interactively developing skills in varied fluency, reasoning and problem solving and allowing teachers to identify gaps in knowledge quickly and efficiently through the use of immediate feedback and assessment. The use of LbQ supports Pensby Primary's whole school approach to the teaching of maths in using live data as a means of enhancing the assessment for learning element of the Power Maths curriculum.

Remote Learning

In line with our remote learning policy, the skills and knowledge of the maths curriculum is taught using the Power Maths curriculum and delivered through Seesaw and LbQ. We support the continued use of representations and structures as aids for learning and model, where appropriate, new skills and concepts for the children.

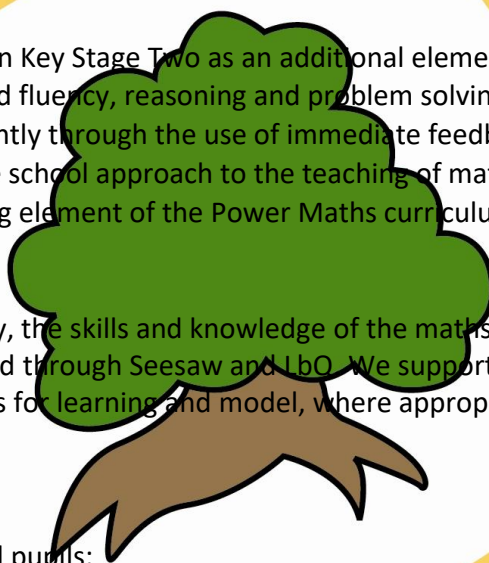
Aims

Our curriculum aims to ensure that all pupils:

- develop confidence and competence with numbers and the number system, becoming fluent in the fundamentals of mathematics through varied practice;
- display positive attitudes and a 'can do' approach to their mathematical practice;
- learn through practical activity, exploration and discussion;
- are able to recall and apply their mathematical knowledge rapidly and accurately;
- make connections across mathematical procedures and concepts;
- reason mathematically by following a line of enquiry, identifying patterns, relationships and generalisations;
- use mathematical language confidently to explain and justify their decisions;
- develop a conceptual understanding of mathematics so that they are able to solve increasingly complex problems over time.

Impact

Pensby Primary's approach to maths ensures that we are able to meet the needs and range of abilities of all children through a focus on targeted teaching and intervention. Decisions about when to progress are always based on the security of the children's understanding and their readiness to progress to the next stage. Fluency, reasoning and problem solving are developed through a well organised curriculum that allows children to



contextualise maths, encouraging them not to see mathematical skills in isolation so that they develop an interest and engagement in maths as they progress to secondary school.

EYFS

Following the Power Maths scheme and through active learning, we aim to help children make sense of the world around them so that they are able to recognise, create, describe and explore patterns with number and shapes. In EYFS, children compare sizes and count objects, using a variety of methods to problem-solve and discover: sharing, showing and talking about their findings. Core skills and mastery approached are developed using Power Maths journals and provide children with real-life experiences as they learn, helping them to take small steps to build their confidence and ensuring that number work remains challenging and stimulating.

Key Stage One

In Key Stage One, children continue to build upon the core skills developed in EYFS through the use of Power Maths and maintain the teaching methods using concrete, pictorial and abstract representations so that mathematical concepts are easily accessible to all children. The Key Stage One curriculum provides continuity between EYFS and Years One and Two so that children can see their next steps and understand what they need to do in order to make further progress. Our curriculum celebrates success and achievement, allowing children to gain confidence in their mathematical ability and understanding and ensuring our children leave Key Stage One with high levels of numeracy and mastery.

Key Stage Two

To provide continuity between Key Stage One and Key Stage Two, our curriculum continues to support concrete and pictorial representations through the use of Power Maths and additionally, LbQ, ensuring that mathematical concepts and abstract practice are easily accessible to all children. Because Power Maths and LbQ follow a similar mastery approach to the teaching of maths, our curriculum ensures continuity and clarity for all children. The structure of both systems allows children to see their next steps and ensures they understand what they need to do in order to make further progress. Our curriculum celebrates success and achievement, allowing children to gain confidence in their mathematical ability and understanding, ensuring our children leave Pensby Primary with high levels of numeracy.

Cross Curricular Links

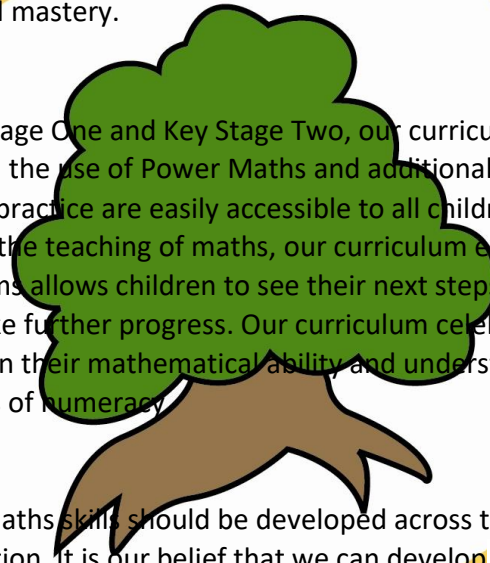
At Pensby Primary, we believe that maths skills should be developed across the whole curriculum so that the skills of maths are not taught in isolation. It is our belief that we can develop greater opportunities for everyday maths reasoning and problem solving if maths skills are developed in DT, Science, History, Art and Geography, allowing children to develop their knowledge, skills and understanding and become motivated to learn through a series of interconnected topics.

Integration- Integration at Pensby Primary School ensures that all children, regardless of their ability gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

Enrichment Opportunities

The Maths curriculum is enriched in a variety of ways, including:

- curriculum, celebration and STEM days linked to other areas of the curriculum;
- visits to Pensby High School (Years 5 and 6);
- visitors to school, guest speakers, school trips.



Progression and Assessment

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on SeeSaw. These assessments contribute to a summative judgement at the end of each term against the Maths statements found on [Depth of Learning](#). Formal assessments, at the end of Key Stage One and Key Two, follow the [assessment framework for maths](#) and are standardised against national data.

